DOCUMENT RESUME

ED 046 869 SP 004 596

AUTHOR	Lang, Theodore H.; And Others
TITLE	Manual for Utilization of Auxiliary Personnel.
INSTITUTION	New York City Board of Education, Bronx, N.Y.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
NOTE	95p.
AVAILABLE FROM	New York City Board of Education, Auxiliary Educational Career Unit, Brooklyn, N.Y.
EDRS PRICE	EDRS Price MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	Career Opportunities, Differentiated Staffs, *Inservice Teacher Education, *Paraprofessional School Personnel, Teacher Education Curriculum, Teacher Qualifications, Team Training
IDENTIFIERS	*Auxiliary Career Program, New York City

ABSTRACT

This policy manual containing guidelines, standards, and procedures was prepared to explain the Auxiliary Career Program in New York City schools to all those concerned with it. Introductory sections sketch the background and rationale for the program initiated in 1967 by the Board of Education, the City University, and the Human Resources Administration to employ low income neighborhood residents as auxiliary (paraprofessional) school personnel in a career-oriented work-study program. The major section of the manual outlines the training program for paraprofessionals (for kindergarten and grades 1 and 2) which is designed and coordinated by a central staff and carried out by district training teams. Included is the curriculum outline for the initial 2-week orientation, the monthly (for 3 years) inservice training sessions, and the weekly team training of the classroom teacher with the paraprofessional. Policy and procedure is outlined for selection of district training teams (a trainer-coordinator who is an experienced classroom teacher and an auxiliary trainer who is a skilled paraprofessional) and for selection of paraprofessionals. Also included is a description of the career ladder (progression from teacher aide to educational assistant to educational associate to assistant teacher to teacher); qualifications and job description for each paraprofessional and trainer; and evaluation questionnaires for use by principals and teachers. (JS)

This program is funded under Elementary Secondary Education Act Title I, Public Law 89-10. This program will continue, on a yearly basis, utilizing E.S.E.A. Title I funds.

00061

EDO 46869

PROCESS WITH MICROFICHE AND PUBLISHER'S PRICES. MICROFICHE REPRODUCTION ONLY.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

Manual for Utilization of Auxiliary Personnel

SP004596

00002

ACKNOWLEDGMENTS

This Manual represents the efforts of many people and was prepared to explain the Auxiliary Personnel project to all those concerned with it. Overall preparation was under the direction of Deputy Superintendent Theodore H. Lang, and the supervision of Mr. Abraham Wilner, and Mr. Frederick Williams, assistant superintendents.

Credit for the writing and compilation of material goes to members of the Auxiliary Educational Career Unit staff: Mr. Wilton Anderson, director; Mr. Gladstone Atwell, assistant director; Miss Rose Pernice, assistant director; Mrs. Marion Armstrong, program assistant; David Smith, Mollie Marcus, and Frances Kirschner, area supervisors. The Manual was edited by Mr. Atwell.

We would like to thank Curriculum Supervisors Mrs. Marie Foster, Mr. William Samber and Mrs. Elaine De Grasse for their contributions. The assistance of Mr. Louis Halpern, personnel examiner, and auxiliary trainers Vera David, Lucy Strouble, Daisy Montanez, Carmen Garcia, Maria Gomez, and Anthony Adams was invaluable.

Naturally, no Manual could be completed without the assistance of a dedicated secretarial staff, in this case: Shirley Grant, Rose Hoffberg and Fay Field.

Permission to reproduce this copyrighted work has been granted to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office of Education to reproduce documents included in the ERIC system by means of microfiche only, but this right is not conferred to any users of the microfiche received from the ERIC Document Reproduction Service. Further reproduction of any part requires permission of the copyright owner.

00003

NEW YORK CITY BOARD OF EDUCATION

MR. MURRAY BERGTRAUM
DR. SEYMOUR P. LACHMAN
DR. MARY E. MEADE
MR. JOSEPH MONSERRAT
MR. ISAIAH E. ROBINSON, JR.

MR. IRVING ANKER
Acting Superintendent of Schools

DR. THEODORE H. LANG
Deputy Superintendent
Office of Personnel

MR. FREDERICK H. WILLIAMS
Assistant Superintendent
Division of Recruitment, Training
and Staff Development

00064

PREFACE

In the years since the inception of our program to utilize auxiliary personnel in the New York City schools, the program has grown tremendously. The training program has been expanded as the utilization of these employees has become more delineated.

Most recent concepts, employment, training and career opportunities have been combined into a viable work-study program. In our efforts to provide a better service to the youngsters in public schools of New York City, we have provided this Manual on the Utilization of Auxiliary Personnel.

It is our hope that this will assist all parties concerned in effectively employing auxiliary personnel.

THEODORE H. LANG
Deputy Superintendent

00005

Anyone concerned with education must be encouraged by the rich resource which the paraprofessional program represents for education. The program is doubly significant since it provides for increased achievement by both pupils and paraprofessionals. The assistance provided by paraprofessionals will allow the professional staff additional time and energy to devote to distinctly pedagogical tasks.

The effectiveness of any program is dependent in large measure upon realistic guidelines, standards and procedures which derive from definite policy. It is also essential for those who will use these guidelines to share in their formulation through representatives. I note with satisfaction that Mr. Atwell made sure that this Manual was prepared with these necessities in mind.

Finally, a Manual like this must be a living document, and it must be used by those who helped construct it. To stay alive and useful, it must stay current. I look forward to the periodic review and updating of the Manual, particularly as worthwhile suggestions are submitted from the field, and as this program continues to grow in quantity and quality.

Frederick A. Williams
Assistant Superintendent

00006

TABLE OF CONTENTS

	Introduction	9
I	Background	11
II	Rationale	13
III	The Auxiliary Career Program	15
IV	Training	18
V	Policy and Procedure	39
	Appendices	45
	Projected New York City Career Lattice	92
	Bibliography	94

00067

INTRODUCTION

During the last few decades, many reasons have been advanced for the failure of urban educational systems to effectively educate all children. Most of these theories are based on an over-simplified belief that learning is done only by children or young people. However, "learning takes place whenever one has new experiences and that this is not limited to children, but applies to adults as well," according to Gordon Klopf, Garda Bowman, and Adena Joy.* During the decades from the 1920's to the 1950's, the most accepted theories of learning formulated by psychologists, such as, Thorndyke and Connectionism, Dewey and Progressivism, The Gestalt Field Theories, Freudianism and Functionalism, had great impact on child education. The effects of these theories are still being felt since the training of many of our present day educators was based on them.

Many of these psychological theories proved unsuccessful, especially in the urban centers, so sociologists and socio-psychologists entered the field of education by providing new learning theories. During the 1950's and 1960's, these groups formulated the theory that social and economic conditions created poor learning and severe retardation among urban area residents.

In spite of all theories advanced to date, education in urban areas remains in great turmoil. Perhaps we have not addressed ourselves to the more basic problems whose solutions lead to improved education in urban areas. As Mr. Harold Cruse of *The New York Review (The Center Forum,* Vol. 3 No. 6, May 15, 1969) states, "The crisis in education is a cultural crisis with the students' unrest as its natural corollary. Decentralization of ghetto schools and the drive for black studies in the Colleges and Universities become the main expressions of black 'cultural nationalism,' but most people miss the real meaning of all this. The black and white encounter on cultural ground demonstrates the irrelevance of much of what passes for social science in our academic disciplines, and the inability of most of our social scientists and planners to relate creatively to the urban crisis."

*Klopf, G.; Bowman, G.; and Joy, A. **A Learning Team: Teacher and Auxiliary.** New York: Bank Street College of Education. 1969.

00068

Within this context, most theorists have not been able to address themselves to the total problem. What are needed, obviously, are changes within the entire social and economic systems of urban areas, naturally including education. However, Dr. Don Davies of the Office of Education identified one area of potential change in an article in the February 1969 issue of *American Education:* "We have not determined our personnel needs; methods of retaining the talented people so vitally necessary to education; utilizing new and untapped manpower resources; improving educational skills and attitudes." Dr. Davies goes on to say, "For quite a few years now, leaders in education have insisted that our task is no longer to reshape students to fit the school, but to reshape the school to respond to the requirements of individuals." The conclusion is obvious: one way to reshape schools is to employ that untapped manpower resource, so that people with new skills and different attitudes can be brought into the field of education. This may prove to be a part of the revitalization so necessary by providing new perspective, ideals, and attitudes to education.

This Manual concerns the New York City school system, and its program of utilizing paraprofessionals in the learning process. Last year, an editorial in *The New York Times* supported this type of program. "In the case of teachers, . . . improved productivity can be accomplished if in the years ahead the ranks of the highly paid professional instructors and administrators are augmented by paraprofessional support. An imaginative re-deployment of staff and resources and an effective re-definition of teaching functions can do much to help solve urban educational and fiscal problems."

It is hoped that the following information will provide much needed knowledge to Administrators, Supervisors, Teachers and Paraprofessionals, and that it will prove a stimulus for the greater employment and utilization of paraprofessionals in the school system.

00069

I. BACKGROUND

For more than a decade, the New York City schools have used auxiliary personnel (non-professionals) in a number of ways. Volunteers have worked as tutors, escorts, and resource people. The School Aide Program began in 1957-58, and was designed to relieve teachers of non-teaching chores. Since the launching of Headstart in the Summer of 1965, the Bureau of Early Childhood Education has employed auxiliary personnel in both Summer Headstart Programs and full year pre-kindergarten classes as Teacher Aides, Family Workers, Educational Assistants (once called Assistant Teachers) and Family Assistants.

Additionally, volunteers have served in a variety of capacities within the school system itself. The School Volunteer Program started as a pilot project initiated in 1956 by The Public Education Association, with financial assistance from the Ford Foundation. The program proved so important that, in 1962, it was incorporated into the Board of Education as an official unit. As the size and scope of this program emerged, it required the organization of procedures for recruitment, training, placement and supervision of its participants.

With the advent of Headstart, and the full year pre-kindergarten program, a new group of auxiliary positions was introduced. The number and location of classes utilizing these auxiliary positions, as well as hiring details and job descriptions, were determined by guidelines established by the funding source, the Federal Government.*

Fortunately for the educational system, and society at large, concurrent social and economic pressures stimulated inter-related developments: recognition of the scarcity of human services; new research and theories concerning learning and the disadvantaged; and a commitment to the war against poverty.

---

*Supportive services to young children and their families, both in school and outside, are provided by Teacher Aides, Educational Assistants, Family Workers, Family Assistants, and Parent Program Assistants.

000010

Such social service institutions as health, welfare, police and school systems were now able to apply for Federal, State and private funds to improve or increase services to the needy public, while employing that needy, unemployed or underemployed public. This method was similar to ideas and concepts developed and named the "New Careers Movement" by Arthur Pearl and Frank Riessman in **New Careers for the Poor: The Nonprofessional in Human Services.** Through the creation of new jobs at the entry level of human services, a client could help others while helping himself. In this way, minority groups traditionally excluded through discrimination or inadequate education, can participate meaningfully in society and are offered an opportunity for upward mobility.

00011

II. RATIONALE

General Focus

Recent concerns of public educators in poverty areas have focused on poor student achievement;* the large number of school dropouts; poor communication between educators and students; latent distrust or open hostility between parents and school personnel; teacher shortages; and on the high level of staff turnover.

Poverty, discrimination, and a dearth of qualified personnel are among the complex problems depriving inner city children of their educations. One solution is to introduce neighborhood auxiliary personnel, with backgrounds similar to the children's into the educational field. These motivated and specially trained adults can often support the existing instructional program and may add special services to the traditional public school system. Specifically, their common background and frame of reference enable neighborhood auxiliaries to forge a unique link between school and community.

Social commitment on the part of the school system is further reason for the employment of low-income neighborhood residents. Urgent pressures for community control and demands for accountability and equality of educational opportunities indicate that the educational establishment is viewed as directly responsible for perpetuating social injustices. It is pressingly necessary that educational leaders take the initiative in developing strategies for the meaningful participation of low-income residents in neighborhood schools.* In this light, too, the employment of auxiliary personnel in the classroom seems very appropriate.

---

*In some studies records indicate that retardation increases in direct proportion to school attendance.

*L. L. Cunningham "Crisis in School Organization", **Educational Leadership** Vol. 26 (March 1969).

00012

Educators have become increasingly aware of the *special contributions that neighborhood workers* can make in the field of education. Reappraisal of the educational process has revealed that while the highly trained teacher is the key to students' learning processes, the trained adult aide can contribute significantly to these processes in a variety of ways. These include liberating teachers from many non-instructional tasks; providing greater opportunities for individual and small group instruction; improving communications between the schools and poverty-area communities; and allowing teachers more opportunity for experimentation and innovation.

In support of the thesis that indigenous workers can make educational contributions, legislation on all levels has included methods of funding, training and use of auxiliary personnel. The Federal Government, for example, under Public Law 89-10, provides for training and use of auxiliary personnel, while New York State, under Public Law 4536, provides auxiliary personnel may work in classrooms. This law, however, obliges that they perform under the general supervision of a licensed or certified teacher. (See Appendix A.)

00013

III. THE AUXILIARY CAREER PROGRAM

In 1967 the Board of Education established the Auxiliary Educational Career Unit within the Office of Personnel, to centrally administer and coordinate an Educational Career Program. (See Appendix B.)

The Auxiliary Educational Career Unit is responsible for developing guidelines for the recruitment, selection and use of Educational Assistants and Educational Associates. Maximum community participation is assured through the involvement of Local Community Action Agencies in the recruitment and screening process, and by referring eligible neighborhood residents to the local schools for possible employment. (See Appendix C.)

This program is a joint enterprise of the Board of Education, the City University, and the Human Resources Administration. The Council Against Poverty designated the poverty areas in which the program would be instituted.

The Board of Education provided employment and training for auxiliary personnel hired in the Kindergarten program. The Human Resources Administration provided funds for College tuition for those Educational Assistants employed in Kindergarten classes. The City University, mainly through its community colleges, provided necessary courses leading to an Associate of Arts Degree in Teacher Education.

The Auxiliary Career Program was originally designed to do the following:

- improve the learning-teaching process
- improve children's self-image
- increase school-community interaction
- establish and institutionalize an Educational Career Ladder
- provide a career-oriented inservice training program for selected auxiliary personnel

000114

- conduct inservice training for participating professionals
- offer higher educational opportunities for selected low-income residents
- develop a reservoir of potential teachers from minority groups
- establish meaningful participation by parents and community residents in the schools

The program is directed towards meeting the special educational needs of disadvantaged children by:

- reducing the educator-child ratio
- relieving teachers of some non-instructional classroom chores
- providing opportunities for more individualized instruction
- providing opportunities for more small group instruction
- assuring a continuity of instructional personnel
- providing positive role models
- providing meaningful school jobs with career opportunities for community residents
- retaining teachers
- fostering understanding between school and community.

In 1968, with the advent of increased decentralization in the school system, the Auxiliary Educational Career Unit decentralized its training program so that direct training was done on a district-wide basis. This became necessary as the number of auxiliary personnel increased with each succeeding year. Training costs were shared by the Central Board of Education, and the individual districts using their decentralized funds. The program

00015

will continue to be funded on a yearly basis under ESEA Title I. (See Appendix D.)

The Auxiliary Education Career Unit of the Office of Personnel, under the decentralized plan, provides the following services:

1. Design of orientation and inservice training programs for District Trainers of auxiliary personnel.

2. Administration and coordination of a program for staff training in trainer methodology.

3. Area-wide supervision for District Trainers.

4. Scope and Sequence for training of auxiliary personnel.

5. Technical assistance and consultation services to all programs utilizing auxiliary personnel.

6. Liaison with other agencies.

7. Development of training materials and informational printed matters. (See Appendix D^2.)

00016

IV. TRAINING

There is a legal mandate under Public Law 89-10, to provide training for paraprofessionals when they are employed to work with professionals.

Authority: 20USC 241e (a) (11)

> "The 1967 amendments to Title I specifically require as a condition for the approval of projects involving the use of educational aides the presentation of well developed plans for training programs in which the aides and the professional staff members they will assist participate together ... Special attention should be given to the development of the most effective ways the professional staff members and their aides can work together and of ways in which a long-term training program may assist both professional staff members and aides to take on increasing responsibilities. If appropriate, consideration should be given to providing the aides with training leading toward teacher certification."

The training was specifically designed to provide auxiliary personnel with a knowledge of child develpment, some basic skills and techniques for working with children in the classroom, and general training usually provided to personnel employed in the New York City Public Schools.

This training is performed by District Training Teams, consisting of a trainer-coordinator (Teacher), an Auxiliary Trainer (See Appendix E), and part-time secretarial help. Each District program includes the following:

1. Initial training for new auxiliaries at start of service.
2. Orientation for new teachers and supervisors.*
3. Continued systematic inservice training for auxiliaries.
4. On-going team training for teachers and auxiliaries.*

*Team training of teachers and auxiliaries may be either on school time or after school. Preparation periods and flexible programming can be used in arranging for team training on school time. If training is to take place after school, districts must provide stipends at the rate of $4.00 per auxiliary and $6.00 per teacher for each two-hour session. (See Appendix D.)

00017

The Training Program

The training design must be sequential, a curriculum and appropriate materials must be developed, and on-going evaluation must be instituted.

The major goals of training of the classroom team of paraprofessional and professional are:

1. To utilize the day-to-day classroom experiences as the basis for increasing skills and developing seminar topics.

2. To stimulate and encourage the development of new roles and new modes of interaction.

The successful training program, therefore, should result in greater pupil achievement; positive pupil self-image; better school-community relations; improved teacher morale and decreased staff turnover; and an awakened interest in teaching in members of minorities traditionally excluded from such opportunities.

Trainers will be responsible for:

1. **Initial Orientation**
   An initial service training period of two weeks duration is suggested for new Educational Assistants. The daily schedule should be divided into two sessions – one-half day of group training and one-half day of guided observation and limited classroom participation.

   The auxiliaries thus become familiar with the school system and receive specific training in selected classroom tasks. During this period, essential background data on each Educational Assistant is gathered.

2. **Inservice Training**
   Regularly scheduled sessions (the minimum equivalent of one day per month) should be provided for new and incumbent Educational Assistants consisting of:

00018

a. **Generic Training**
This includes the theoretical principles derived from the auxiliary's role in the classroom (e.g., psychology and child development).

b. **Skills Training**
This training stresses acquiring skills related to specific classroom tasks the auxiliary will perform.

c. **Human Relations Training**
This training – team or group – focuses on role perception, expectations, and interaction with others.

3. **Participation of Professionals**
Professional personnel (supervisors and classroom teachers) should receive basic orientation regarding the New Careers Movement in education.

The heart of the program, however, for the successful utilization of Educational Assistants depends upon ongoing team training involving both the classroom teacher and the auxiliary.

Methodology

A. **Staff Trainers**
The most effective trainer of auxiliaries and the teachers with whom they work should have:

familiarity with tasks the Educational Assistant will be expected to perform;

background in early childhood education;

skills in group techniques;

information about the New Careers Movement;

knowledge of, and rapport with, the members of the community to be served.

00019

B. **Techniques**

Current studies indicate that paraprofessionals in the human services should be trained principally in small groups of 12 to 15.

While a variety of techniques may be utilized, an activity-centered approach which stresses the "learn by doing" principle is strongly urged. Whenever possible, both theory and application should be included in each session.

The techniques below are suggested as especially relevant to the training of auxiliary personnel. The trainer, however, as an experienced teacher, should supplement these methods with those in her own repertoire.

1. Demonstrations.

2. Workshops.

3. Role Playing

   A few Educational Assistants act out their own and others' roles in a given setting. The behavior elicited becomes the basis for discovering the feelings of others, developing alternative responses, and evaluating reactions.

4. Job Simulation

   Selected Educational Assistants are required to play a part that is limited to a typical classroom task. Other participants are asked to evaluate the effectiveness of the performance. Self-confidence and job competency is developed by providing a secure setting for experimenting with new patterns for behavior.

5. Seminars.

6. Multi-Media

   Utilization of wide variety of audio-visual materials emphasizing a multi-sensory approach to learning.

00020

Scope and Sequence

1. **Orientation**

   To assure the Educational Assistant's rapid adjustment to the school and classroom, the training during this period should include the following minimal essentials:

   a. Overview of the New Careers Movement.

   b. Orientation to the School System
      1) Organizational patterns
      2) Professional staff, etc.

   c. Personnel Matters
      1) Benefits
      2) Other business.

   d. Elementary School Program
      1) Physical plant
      2) Routines, etc.

2. **Samples of Session Breakdown**

   Week One

   Session I. Welcome and introductions (training team and Educational Assistants).
   Administrative details (schedules, forms, etc.)
   Description of the Educational Career program.
   Orientation to school set-up.
   Manuscript writing – demonstration and participation.

   Session II. Questions and reactions to first day in the classroom.
   Guidelines for classroom observation.
   Orientation to classroom organization – a typical day in the kindergarten (goals, routines, equipment, and physical set-up).
   Demonstration and use of various materials (puzzles, games, blocks, etc.)

00021

Session III. Questions and reactions.
Role of Educational Assistants – expectations of auxiliaries.
Training needs as seen by the auxiliary.
A multi-media approach to learning in the kindergarten.
Audio-Visual Workshop – demonstration and practice (phonograph, slide and filmstrip projector).

Session IV. Questions and reactions.
Child development – characteristics of the five-year old (brief overview of 4 & 6 year old level).
How young children learn (play – exploration, experimentation and manipulation).
Audio-Visual Workshop – demonstration and practice (tape recorder, connecting box and earphones).

Session V. Questions and reactions.
Team approach – inter-personal relations in the classroom (responsibilities, relationships and attitudes):

a) Role of the classroom teacher in the kindergarten.
b) Role of the Educational Assistants.

Manuscript writing – practice and role in kindergarten.

Week Two

Session VI. Feedback from first week of classroom observation and participation – techniques of problem solving, communication, etc.
Intellectual growth and language development:

a) Listening and speaking skills.
b) Reading readiness activities.

00622

Demonstration and workshop participation – lotto, games, finger plays.

Session VII. Language Arts:

a) Integration of curriculum areas.
b) Provisions within daily program.
c) Activities and materials – puppets, books, etc.

Demonstration and practice – storytelling.

Session VIII. Guidance and discipline in child development.
Independent work-play period (rationale, techniques and demonstration of supplies).
Art workshop – use of materials (e.g. paint, clay, collage, etc.)

Session IX. Mathematics and Science – readiness, learnings, methods and supplies.
Demonstration and workshop – use of materials (block, water, realia, etc.)

Session X. Review and Summary of training highlights.
Practice in storytelling.
Evaluation of initial training period.
Suggestions for inservice content.

Inservice Period

This material has been developed from suggestions by Educational Assistants, Teachers and Supervisors. It is suggestive rather than prescriptive. Trainers must be flexible enough to respond to the suggestions of the participants.

Emphasis on counseling and guidance is implicit throughout the training of all auxiliary personnel.

1. **Curriculum Outline**

00023

a. Understandings (Generic)
   1) Philosophy and Goals of Education
   2) Child Development
   3) Learning/Teaching Theories
   4) Sociological Factors

b. Early Childhood Curriculum

c. Skills
   1) Clerical
   2) Monitorial
   3) Basic

d. Human Relations

Session Breakdown – First Year

The following is a suggested model for the inservice training of Educational Assistants assigned to kindergarten, first and second grades. It is recommended that the on-job or school time training of Educational Assistants be held one-half day during alternate weeks.

Session I **Early Childhood Structure (K-2)**
Orientation to Classroom Organization
. . . areas of interest, room arrangement and equipment
Distribution and Discussion of Guidelines for Classroom Observation
Demonstration and Workshop
. . . selection and preparation of illustrations
. . . picture files, picture dictionaries and bulletin boards.

Session II **Child Development**
Characteristics of the Young Child (4 to 6 year old)
Early Childhood Programs
. . . objectives, classroom routines
Demonstration and Practice
. . . manuscript writing.

00024

Session III **Child Development**
How Young Children Learn
. . . Play: exploration, experimentation, manipulation
Activities and Materials
. . . house play, block corner, etc.
Demonstration and Workshop
. . . puzzles, table games, realia, etc.

Session IV **Intellectual Growth and Language Development**
Readiness for Learning
. . . motor and sensory development
. . . experiential background
. . . concept development
Listening and Speaking Skills
. . . methods, materials, activities
Demonstration and Workshop
. . . finger plays, felt or flannel board, storytelling.

Session V **Language Arts**
Reading Readiness
. . . auditory and visual discrimination
. . . comprehension skills
. . . getting and expressing ideas
. . . literary appreciation
Methods, Materials, Activities
Demonstration and Workshop
. . . manuscript writing, lotto, miscellaneous games

Session VI **Language Arts**
Beginning Reading
. . . approaches
. . . materials
. . . activities
Demonstration and Workshop
. . . Basal Readers, experience charts.

Session VII **Language Arts**
Integration
. . . speech and writing activities
. . . other curriculum areas

00025

Teaching English as a Second Language
. . . methods, materials, activities
Demonstration and Workshop
. . . storytelling, puppets, etc.

Session VIII **Guidance and Discipline**
Principles and Practices
. . . methods, materials, activities
The Role of the Educational Assistant
. . . teacher support
. . . relationships with parents, etc.
Demonstration and Participation
. . . role playing and other techniques.

Session IX **A Multi-Media Approach to Learning**
Learning Theories
Integration of Curriculum Areas
. . . emphasis on language arts
Methods, Materials, Activities
. . . physical arrangement
. . . programmatic provisions
Demonstration and Workshop
. . . film and slide projector, tape recorder
. . . connecting box and earphones

Session X **Math**
Topics Covered
. . . knowledges, concepts, skills, understandings
Techniques, Materials, Activities
Demonstration and Workshop
. . . toys, realia, environmental objects.

Session XI **Science**
Topics Covered
. . . knowledge, skills, understandings
Methods, Materials, Activities
Demonstration and Workshop
. . . blocks, water, realia, etc.

Session XII **Music**
Objectives

00026

. . . learnings and materials
. . . expression and appreciation
Demonstration and Workshop
. . . instruments, rhythms, songs.

Session XIII **Art**
Objectives of Work-Play Period
. . . learnings and materials
. . . expression and appreciation
Demonstration and Workshop
. . . poster, fingerpaints, collage, clay, etc.

Session XIV **Social Studies**
Course of Study
. . . objectives, understandings, concepts and skills
Related Learning Activities
. . . integration of curriculum areas
. . . community relations and resources
. . . emphasis on language arts
Demonstration and Workshop
. . . fingerplays, dramatization, etc.

Session XV **Health and Safety**
Learnings
. . . knowledges, skills, attitudes, practices
Adult Responsibilities
. . . routines, records, referrals
Demonstration and Workshop
. . . charts, games, etc.

Session XVI **Evaluation**
Knowledge and Skill Acquisition
. . . inservice training
. . . classroom experience
. . . suggestions for further training
Role Fulfillment
Discussion of Summer and Fall plans
. . . employment/study.

00027

Session Breakdown – Second Year

Session I **Child Development**
Recognizing the basic emotional needs
Which classroom organization and experiences and practices help fulfill these needs
Roles of the Teacher and Educational Assistant.

Session II **Language Arts**
Literature in the classroom
What means do we use to help children express themselves – re-telling a story, dramatization, puppetry, making a movie, transparencies, comic book, diorama, find related stories, etc.
Skill for Kindergarten
. . . developing a set of pictures for sequence game
Skill for Grade 1
. . . make a comic book version of story
Skill for Grade 2
. . . write a new ending to a story.

Session III **Language Arts**
Teaching Reading skills; getting main idea
Finding and recalling detail
Drawing an inference
Preparation for a reading lesson
Skill for Kindergarten
. . . make a "what is missing game"
Skill for Grade 1 and 2
. . . choral speaking.

Session IV **Language Arts**
Teaching English as a second language
Use of concrete materials: other culture materials
Meaningful repetition through songs and poems
Audio-visual materials, etc.
Skill in Kindergarten
. . . use of telephone
Skill in Grade 1 and Grade 2
. . . make a fruit salad.

60028

Session V **Directed Physical Activities**
Objectives for play activity. Free play
Rules for safety. Equipment.
Responsibility of Teacher and Educational Assistant
Skills
Games to develop eye-hand coordination.

Session VI **Mathematics**
Review of basic principles and objectives
Understanding readiness of children for more complicated steps in learning
Activities in the classroom that foster learning
Skills
Number-readiness game exchange in Kindergarten session (teach to group)
Use of a play store in Grade 1
In Grade 2 – real situation of making and selling cookies to gain funds for special project.

Session VII **Mathematics**
The place of drill in a math program
Devices for drill. Materials in use. New materials
Skills – Drill games.

Session VIII **Music Workshop**
Integrating music with other curriculum areas e.g., counting songs, songs and rhythms of ethnic groups in community
Role of Educational Assistants with special talents
Demonstration and participation.

Session IX **Art Workshop**
Emphasis on crafts activities: puppets, stitchery, masks, toys, mobiles, paper work with flowers, etc.
Demonstration and participation.

Session X **Child Development**
Communicating with parents the special needs of children
Communicating with the teacher regarding cultural

00029

differences which influence child's nutrition, dress, behavior
Role playing meetings with parents.

Session XI **Science Workshop**
Review of science curricular areas in Kindergarten, Grade 1 and Grade 2, as outlined in manuals
Demonstration and participation with materials
Relationship to other curriculum areas
Process of recording in Kindergarten, Grade 1 and Grade 2; findings, vocabulary, etc.

Session XII **Language Arts**
Growth in Oral Language
Learning to expand sentences
. . . descriptive words, synonyms, antonyms, similes
Skill – Dictating rhymes and stories.

Session XIII **Language Arts**
Reading skills
Use of names, signs, alphabet games, word matching, seeing relationships, classifying (in Kindergarten)
Comprehension skills for Grades 1 and 2
Getting main idea, concept development, sequence, emotional tone, critical thinking
Skill – Art of asking questions.

Session XIV **Language Arts**
Various approaches to teaching reading phonics, basal reading, programmed instruction, linguistics, experiential
Demonstration.

Session XV **Child Development**
Meeting individual needs of children
How do we meet these needs through working with individual child, small group, large group
Team work with Teacher, Principal, Guidance Counselor, Parent, Community Centers, etc.

00030

Session XVI **Directed Physical Activities**
Additional Skills – games for outdoors
Improvising in absence of equipment
Observing individual difficulties and abilities
Routines
Safety factors
Simple team relays
Competition

Session XVII **Audio-Visual Aids**
How to establish a listening and viewing corner
Role of Educational Assistant.

Session XVIII **Social Studies**
Activities which implement social studies bulletin in Kindergarten, Grades 1 and 2, e.g., trips in the community, inviting community persons into the classroom, relating to special culture of the community.
Role of Educational Assistant.

Session XIX **Child Development**
Feedback from Educational Assistants on observation made in classroom relating to physical, social, emotional, intellectual growth
How do we evalute?

Session XX **Summary and Evaluation**

Session Breakdown – Third Year

Session I **Child Development**
Review basic needs, nature of the child 5 – 8
Introduce new findings on how children learn
Assign task of observing one specific child's actions and reactions during a given time.

Session II **Child Development**
Observing and recording behavior – purpose, what to record, confidentiality (samples of records).

00031

Session III **Child Development**
Anticipating problems
Considering children, physical environment, the program, adult attitudes.

Session IV **Child Development**
When trouble comes – dealing with specific difficulties: stealing, fighting, withdrawal.

Session V **Reading**
Preparing for a reading lesson
Physical environment, materials, motivation, vocabulary development
Place of reading in the Kindergarten
Experiences that develop silent reading skills in Grades 1 and 2.

Session VI **Reading**
Uses of reading workbooks, rexograph sheets
Reinforcement for individual and group
Resource for creative activity
Purposeful independent activity
Following directions
Use in the Kindergarten? Examination of readiness workbooks, examination of workbooks in Grades 1 and 2.

Session VII **Phonics**
Learning how to attack words
Place in reading and spelling program
Games and activities in Kindergarten, Grades 1 and 2.

Session VIII **English as a Second Language**
Philosophy, planning for language growth
Demonstration of Materials
Learning simple requests
Sentence, structure differences
Some techniques for speech improvement.

00032

Session IX **Mathematics Workshop**
Scope and Sequence of Kindergarten, Grades 1 and 2
Concepts of sets – activities related to recognizing number in sets without counting.

Session X **Mathematics Workshop**
Counting, adding, and subtracting activities for Kindergarten to develop terms and concepts; grouping, re-grouping, recording in Grade 1; adding and subtracting even and uneven groups in Grade 2.

Session XI **Mathematics Workshop**
Concept of Number Line
Measuring distance using any unit: block, hand-span, rods, paper lengths;
unit lengths for comparisons developing addition and subtraction.

Session XII **Mathematics Workshop**
Geometric concepts and fractional parts
Activities for division of objects and groups of objects into halves, fourths, then thirds; experiences and comparisons of liquid and bulk quantities of various shaped containers; recognition of shapes in environment; developing halves, fourths, thirds of numerical values.

Session XIII **Reading**
Additional reading activities
Reading in curriculum areas, playing and creating word games, preparing for dramatization, making dictionaries, class library, programmed material.

Session XIV **Reading**
Phonics – structural analysis-endings, compound words, suffixes and prefixes.

Session XV **Reading**
Building and using a class library
Organization of books, recording, browsing, research, pleasure-reading, care of books.

00033

Session XVI **English as a Second Language**
Songs, rhythms, choral speaking, development of learning games.

Session XVII **Planning**
Purpose, types of plans, resources
Planning for a specific activity.

Session XVIII **Child Development**
The child with learning difficulties
Our responsibilties – Seeking help.

Session XIX **Audio-Visual Workshop**
The overhead projector, transparencies
Operation and preparation.

Session XX **Culminating Activities**
Evaluation.

Materials

A. Specially designed materials have been prepared to implement the suggested scope and sequence. Teachers are expected and encouaged to supplement these with their own materials.

B. The following is a partial listing of sources that may be contacted for visits (demonstrations or regular programs), speakers, and appropriate materials.

1. New York City Board of Education
    a. Bureau of Audio-Visual Instruction – miscellaneous materials (films, tapes, etc.).
    b. Specialists: Supervisors of Early Childhood, Audio-Visual Instruction, Community Coordinators, etc.
    c. Publications (refer to Early Childhood curriculum bulletins).

2. Outside Resources
    a. Public Library.
    b. Local Health Center.
    c. Neighborhood and community agencies, etc.

00034

The Team Approach

The development of a team approach in education requires cooperation, sensitivity, leadership, flexibility and commitment. It may be described as concentric circles of teams within teams – the classroom team, the total school team, and the home-school team – with the child at the core.

The fulfillment of each child's potential depends upon the effective functioning of the classroom team (professional and paraprofessional) mobilized to a common goal.

Within the structure of the school the varied resources and talents of the total school staff (administrative, pedagogical, etc.) must be meshed to serve the special needs of children from disadvantaged communities.

The successful educational process cannot be directed by the school alone. The goals of socially and personally relevant education can only be achieved by an active home-school partnership.

A. Team Training

Through flexible scheduling, teachers and auxiliaries should be trained jointly for a minimum of one 50-minute period per week (Special Circular #17, 1968-69, dated October 11, 1968).

Joint training of the classroom teacher and educational assistant is an essential ingredient in the team approach to the learning-teaching process. (In fact, federal guidelines for funding mandate it!) The successful classroom team operation depends upon the ability of the teacher and auxiliary to learn new roles and develop new styles of interaction. A variety of experiences may be necessary to stimulate and encourage such growth. Appropriate activities might include:

Weekly one-to-one conferences (classroom teacher and educational assistant).

00035

Monthly meetings of small groups of teachers and educational assistants.

Alternate week separate meetings for groups of teachers and groups of educational assistants.

B. Areas of Concern

Team members must learn new skills, attitudes and understanding. The following topics are suggested for exploration and development:

1. Role Concepts:
   - The teacher's changing role
   - The educational assistant's developing role

2. Overlapping Duties and Responsibilities

3. Individual Needs and Differences – talents, interests, contributions, etc.

4. Cooperative or Team Planning
   - Daily and long range (class trips, cooking, etc.)
   - Development of materials
   - Role of the educational assistant in lesson development
   - Parent relations – contacts, activities, etc.

5. Analysis of the Teaching Process/Functions

6. Cooperative Evaluation of Team Efforts
   - Goals for children
   - Goals for adults

C. The Role of the Trainers

This most important aspect of training, the joint participation of professional and auxiliary, involves a special constellation of attributes on the part of the trainers. The following appear necessary for trainers:

00636

Recognizing the importance of interpersonal relations
Willingness to communicate
Knowledge of how adults learn
Ability to stimulate attitude and behavior changes
Ability to serve as a catalyst in creating team spirit
System know-how

Additional Training Activities

Additional training and supervision provided by school staffs of auxiliary personnel will supplement the career training program coordinated by the District Training Team and the Auxiliary Educational Career Unit. District Superintendents and Principals may request consultation with the field and central staffs of this Unit.

00037

V. POLICY AND PROCEDURE

Selection of District Training Teams

The following are recommendations for staffing a District Training Unit:

1. The Trainer-Coordinator should be an experienced and successful elementary classroom teacher who has had previous experience in working with paraprofessionals.

2. The Auxiliary Trainer should be a paraprofessional of outstanding ability, skilled in inter-personal relations, who has had previous school-related experience.

Selection of Auxiliary Personnel

Priorities and Guidelines

1. Persons selected for employment should represent on a 50:50 basis incumbent employees in other titles and persons referred by the local Community Progress Corporations. Selection shall be made by the Principal on the merits of individual applicants within the guidelines.

   Where vacancies are created by the selection of applicants in other titles, every effort should be made by the Principal to fill the resulting vacancies by upgrading qualified personnel and through referral from Community Progress Corporations. District Council 37 of the American Federation of State, County and Municipal Employees, AFL-CIO, may serve as a referral agency for employees in School Lunch and School Aide positions who seek up-grading to available positions. This does not give the union exclusive referral rights, nor does it mean that every employee so referred must be hired. Employees may also apply directly to the schools without referral via Local 372.

2. In all cases, absolute priority must be given to residents of the elementary school's zoning area. Non-residents may be hired if qualified residents are unavailable.

00038

3. Personnel for this program shall be selected from among the following: School Lunch employees; Summer Pre-School Child Development Program employees; Educational Aides in the Summer Day Elementary Schools; and persons referred by local Community Progress Corporations. School Aides and School Lunch employees throughout the system may apply to the participating schools if they meet the requirements, including residence in the school zone. (See Appendix C.)

If Educational Assistants achieve 60 college credits, they may be advanced to the Educational Associate rank in the Auxiliary Educational Career Program. (See Appendices B & F.)

Job Functions

District Training Teams

An effective District Team should provide the following services:

(a) act as liaison between district staff, school personnel, paraprofessionals and the Auxiliary Educational Career Unit.

(b) orient district and school supervisory personnel and community members.

(c) plan for and conduct training sessions for Educational Assistants and Associates and the teachers to whom they are assigned.

(d) implement the scope and sequence of training provided by the Auxiliary Educational Career Unit.

(e) prepare materials and resources pertinent to the training curriculum.

(f) visit the teacher-auxiliary classroom team in action.

(g) develop expertise in the team training of professionals and paraprofessionals.

(h) serve as a resource person to the Educational Assistants, Associates (e.g. benefits, appropriate referral sources, etc.).

00039

(i) assist in the implementation and evaluation of the total program.

Auxiliary Personnel

Auxiliary personnel are considered instructional employees because they work in the classrooms with teachers. Their function and role must be distinguished from the School Aide, whose general duties are to relieve teachers of school activities which do not require teaching. (See Appendix G.)

In order not to infringe upon the duties and responsibilities of the School Aide, job descriptions for auxiliary personnel employed in the classrooms were formulated. (See Appendix H.)

As the Educational Assistant becomes an Educational Associate, greater stress is placed on instructional activities within the classroom. (See Appendix F.) It is anticipated that within the next few years, some of our Educational Associates will become Assistant Teachers. The Assistant Teacher will have the capability of teaching the entire class, as well as to act as a resource to Educational Assistants and Educational Associates. These persons should become licensed or certified teachers within a year. (See Appendix I.)

Utilization of Auxiliary Personnel

In our attempt to effectively use the capabilities of the auxiliary personnel employed in the school, we have devised a Personnel Data Sheet. (See Appendix J.) This Data Form, with its information, is shared with the District Trainer-Coordinator (Teacher), and the schools serviced by the training unit. With this knowledge, the Trainer-Coordinator and the classroom teacher can help develop the classroom team.

During the initial sessions held by the District training team, auxiliary personnel are provided with an information and guidelines booklet. This information acquaints the auxiliaries with their classroom role and should help them to develop their roles as a classroom team member. In addition, information concerning the program and benefits of auxiliary personnel are included in the guidelines. (See Appendix K.)

00040

Continued Employment

In order to guarantee continued employment, the Board of Education of the City of New York, as the hiring agent, retains the right of the employer to continue or discontinue services of individual auxiliary personnel. (See Appendix L.) Therefore, auxiliary personnel will have the same rights and privileges as all other classes of Civil Service employees and may be discharged only with due cause.

A preliminary evaluation of four months service, dating from employment, is required. The discharge of an employee should be on the basis of this evaluation for good and sufficient reason, and only after the following steps have been taken:

1. Every effort should be made by the professional staff (both supervisory and pedagogical) to assist the employee's initial adjustment.

2. Where questions of unsatisfactory performance arise, supervisory techniques applying to pedagogical staff should be used.

3. Consultation with the Office of Personnel's Auxiliary Educational Career Unit should be requested prior to initiating any procedures for terminating the employment of auxiliaries.

   Records of attempts to remedy an unsatisfactory situation according to these steps should be maintained. When an auxiliary has served more than a period of four months, and is being discharged, he shall be entitled, upon his request, to be given a written notice of discharge and a statement of general reasons for such action. Such employee will also, upon his request, be afforded a prompt and careful review of the discharge in accordance with the provisions of review procedures prescribed by the Office of Personnel.

Evaluation

Through continued evaluation by the Unit, as well as by outside agencies, it is hoped that the Program will continue to grow, and

00041

the services supplied by the Auxiliary personnel will become more effective. The Auxiliary Educational Career Unit devised its Evaluation Forms to provide information from Supervisors, Teachers and Educational Assistants, so that the services provided to children can be continuously improved. (See Appendices M, N & O.)

The official Evaluation of the Unit and its role, was done by The Center for Field Research and School Services, School of Education, New York University. Copies of their Evaluation and Report may be secured through the Office of Educational Research of the Board of Education of the City of New York.

PROJECTIONS

The Board of Education of the City of New York, the Manpower and Career Development Agency of the New York City Human Resources Administration, and the City University of New York, through continuous cooperation, are attempting to improve the Career Ladder Program. In this effort a Released Time Program has been instituted, effective February 1970. Those auxiliary personnel who are presently attending college under the Career program will be released during part of the school day to attend classes at one of the colleges in the City University system. It is hoped that this will enable participants to graduate from college more quickly, while alleviating the hardships of an evening program. (See Appendix P.)

New programs in the area of new careers and career opportunities, as they develop, will have the cooperation and the coordination of this Unit. The Career Opportunities Program of the Office of Education, which goes into effect July 1970, will also become part of the Career Program under the Auxiliary Educational Career Unit of the Office of Personnel, of the Board of Education of the City of New York.

The Auxiliary Educational Career Unit will continue to provide guidelines and information on the training of auxiliary personnel, as well as providing training to District-based training teams. (See Appendix Q.) The efforts of this Program will always be to improve the education of children in the classroom.

00042

To assure that the training of auxiliary personnel is continuous and consistent, this Unit has provided Institutes that will improve the skills of the trainer-coordinators, and their auxiliary trainers. (See Appendices R & S.)

CONCLUSION

All evaluations to date have indicated that the use of auxiliary personnel does indeed improve the education of children, especially those in disadvantaged areas of the City. Future evaluations should enable this Unit to improve its services to the Districts, the auxiliary personnel, and to the children involved. In this effort, we will also continue to provide current information to all parties concerned through our Newsletters. Copies of these Newsletters may be secured from the Auxiliary Educational Career Unit, of the Office of Personnel, of the Board of Education of the City of New York. (See Appendix T.)

00043

INDEX TO APPENDICES

		Page
Appendix A	Public Law 4536, State of New York, the Employment of Teaching Assistants.	47
Appendix B	Career Ladder Program.	48
Appendix C	Information on Recruitment, Training and Employment of Neighborhood Auxiliary Educational Personnel in Kindergarten Classes in Schools with Strengthened Early Childhood Programs (condensed).	49
Appendix D	Information on Joint Training of Professional and Auxiliary Personnel.	54
Appendix D^2	1. Suggestions for Supervisors. 2. Suggestions for Teachers. 3. Suggestions for Auxiliaries. 4. Organization of the Early Childhood Classroom.	56
Appendix E	Job Description for Auxiliary Trainers.	60
Appendix F	Educational Associate Position.	61
Appendix G	School Aide Class Specifications.	64
Appendix H	Job Description for Educational Assistants in Elementary Schools.	66
Appendix I	Job Description for Assistant Teacher.	67
Appendix J	Paraprofessional Data Form (sample).	68
Appendix K	Information and Guidelines for Educational Auxiliaries (condensed).	70
Appendix L	Referrals by the Community Progress Corporations.	72
Appendix M	Principals' Evaluation of Educational Assistants – A Questionnaire.	73

00644

		Page
Appendix N	Teachers' Evaluation of Educational Assistants – A Questionnaire.	75
Appendix O	Work Experience of Educational Assistants – A Questionnaire.	77
Appendix P	Released Time for Paraprofessionals.	80
Appendix Q	Information on Training of Neighborhood Auxiliary Educational Personnel in Kindergarten Classes, First and Second Grades, and District Teams.	82
Appendix R	Training Design for Auxiliary Education Career Unit Trainers.	84
Appendix S	African-American Institute Training Program in African Studies for Trainers of Paraprofessionals.	86
Appendix T	Auxiliary Educational Career Unit Newsletter (The Ladder – some sample pages).	88
	Projected New York City Career Lattice.	92
	Bibliography.	94

00045

APPENDIX A

AN ACT

February 4, 1969

To amend the education law, in relation to
the employment of teaching assistants

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. The legislature hereby finds and declares that in many areas of the state there are children who suffer a serious loss of educational opportunity because of a lack of those prelearning experiences which are essential to enable them to communicate orally. The legislature further finds and declares that such ability to communicate is a prerequisite to the learning process, and can best be developed with the assistance of persons who speak the same dialect or language as the child. It is not essential that such persons be certified or licensed teachers, so long as they perform their services under the general supervision of a licensed or certified teacher.

Section 2. Subdivision two of section three thousand nine of the education law, as added by chapter seven hundred ninety-four of the laws of nineteen hundred sixty-one, is hereby amended to read as follows:

2.a. Notwithstanding any other provision of law to the contrary, the school authorities of any school district shall have the power, in their discretion, to employ persons as teacher aides who shall assist the regular teacher or teachers of the district in the performance of their teaching functions by performing those nonteaching duties otherwise performed by such regular teacher or teachers.

b. Notwithstanding any other provision of law to the contrary, the school authorities of any school district shall have the power, in their discretion, to employ persons as teaching assistants. Such persons, if so employed, shall be authorized to act only under the general supervision of a licensed or certified teacher.

Section 3. This act shall take effect immediately.

00046

APPENDIX B

NEW YORK CITY BOARD OF EDUCATION CAREER LADDER

TITLE	QUALFICATIONS	TRAINING	JOB DESCRIPTION
*ASSISTANT TEACHER	. . 90 college credits. . . 2 semesters as an Educational Associate.	All Auxiliary Personnel in the Career Ladder Program receive orientation and inservice training appropriate to their title and experience.	Initiates and assumes responsibility for teaching functions with minimal direction.
EDUCATIONAL ASSOCIATE	. . 60 college credits. . . 2 semesters as an Educational Assistant. . . 2 semesters of inservice training.		Assumes increasing instructional responsibilities with decreasing supervision.
EDUCATIONAL ASSISTANT	. . 60 college credits. . . High School or Equivalency Diploma.		Assists in instructional activities, in addition to performing monitorial and clerical duties.
EDUCATIONAL TRAINEE	. . 7th grade reading level.		Performs routine monitorial and clerical duties.

*Projected title designed for pedagogical classification.

ERIC

APPENDIX C

October 30, 1967

RECRUITMENT, TRAINING AND EMPLOYMENT OF NEIGHBORHOOD AUXILIARY EDUCATIONAL PERSONNEL IN KINDERGARTEN CLASSES IN SCHOOLS WITH STRENGTHENED EARLY CHILDHOOD PROGRAMS.

I. General Information

The Board of Education has begun an Educational Careers Program in selected schools, located in those impacted areas with the greatest concentration of poverty children. A central unit under the direction of Mr. Wilton Anderson, Project Director, and the general supervision of Mr. Abraham Wilner, Assistant Superintendent, has been established within the Office of Personnel to implement this program and to develop a career and promotional ladder in the categories of: Aide, Assistant, and Apprentice-Intern. The program is a joint enterprise of the Board of Education and the Human Resources Administration of New York City with the participation of the various colleges of the City University of New York. Initial focus will be on the utilization of auxiliary personnel in classrooms in kindergarten. The program is designed to improve the learning process; improve communications between the schools and the poverty-area communities; liberate teachers from a wide-range of non-instructional tasks so as to allow teachers more opportunities for individual instruction, experimentation and innovation; provide higher educational opportunities for community persons in the low-income groups and provide site-based training through the City University and private colleges.

II. Selection and Employment Procedures

A. Priorities and Guidelines

1. Persons selected for employment should represent on a 50:50 basis incumbent employees in other titles and persons referred by the local Community Progress Corporations. Selection shall be made by the Principal on the merits of the individual applicant within the guidelines. Where vacancies are created as a result of the selection of applicants according to the above criteria, every effort should be made by the Principal to fill the resulting vacancies by the up-grading of qualified personnel and through referral from Community Progress Corporations.

000048

2. In all cases absolute priority must be given to residents of the zoning area of the elementary school. Non-residents may be hired if qualified residents of the area are unavailable.

3. Personnel for this program shall be selected from among the following: School Lunch employees; Summer Pre-School Child Development Program employees; Educational Aides in the Summer Day Elementary Schools; and persons referred by local Community Progress Corporations. School Aides and School Lunch employees throughout the system may apply to the participating schools if they meet the requirements, including residence in the school zone.

B. The District Superintendent shall:

1. Upon receipt of a schedule of allocation of positions from Mrs. Winton, Director of Early Childhood Education, determine and notify the principals of the number of classes in those schools which will be involved in each phase.

2. Take such other action as is needed for implementation of this program.

C. The Principal of a school with Educational Assistant positions shall:

1. Receive applications from Community Progress Corporations and from employees of the Board, select auxiliary personnel, and complete processing of application forms by November 22 (effective November 27, 1967) for the initial period. Thereafter, hiring for Phase Two must be completed by January 5, 1968 (effective January 8, 1968) and for Phase Three by February 2, 1968 (effective February 5, 1968).

2. Follow employment procedures as outlined in Special Circular No. 11, 1967-1968, dated September 22, 1967, entitled "Revised Personnel Applications for Paraprofessionals". These procedures must be carefully followed in order to assure prompt payment of salaries.

3. Note that qualified personnel have been invited to submit a letter of application or to apply in person to the Principal of the school in which the applicant seeks employment during the application periods. Additionally, officials of Community

00049

Progress Corporations have received information relative to this circular.

4. Fill vacancies caused by resignation or by any other reason between November 22 and February 2 only on the next phasing-in date (January 3 or January 31).

5. Receive information from the Auxiliary Educational Career Unit concerning training and advise the appointees to report for training.

D. All Principals shall:

1. Post the attached poster for the information of School Aides and School Lunchroom personnel and otherwise assure that the information is brought to the attention of affected employees. Advise affected personnel who may be absent.

2. Provide assistance to such personnel, in determining whether they are qualified and the school to which they may apply, and in applying for these positions.

III. Preservice and Inservice Training for Teachers and Auxiliary Personnel

Please note, the first two weeks of employment for auxiliary staff will consist of preservice training some of which will take place in the school itself. The staff of the Auxiliary Educational Career Unit of the Office of Personnel will plan district-based preservice training for the auxiliary personnel and for the teachers to whom they will be assigned. Auxiliaries are required to attend all training sessions. Stipends will be provided for both teachers and auxiliary personnel for attendance at orientation and training sessions held after school. Further information regarding the location and schedule of the training sites will be forthcoming in subsequent circulars.

IV. Requirements, Duties, Salaries, Hours and Benefits of Position of Educational Assistant

Qualification Requirements: High School graduation or a satisfactory equivalent; experience or interest in working with children; understanding of the goals of the program; ability to relate to children and teachers; initiative, interest, desire and ability to participate in an educational career program, after working hours, that will lead to a teaching career.

Duties: To aid the classroom teacher by working with small groups or individual children in some activity so the teacher can work with a large

group. To work with large groups of children so time is available for the classroom teacher to work with small groups or individual children. To assist the teacher by reading to a child or groups of children, listening to a child or a group of children, or assisting with audio-visual aids.

To participate in daily and long-range planning with colleagues. To contribute to enrichment activities by utilizing her special talents and abilities, such as art, singing, music.

To guide children in attempts to work and play harmoniously with other children in the class. To alert the teacher to the special needs of individual children as requested.

To accompany individual children or groups to the toilet. To develop in children an awareness of good health practices such as washing hands before eating and after toileting.

To assume responsibility for routines and supervision of the lunch period in the absence of the teacher. To encourage a wholesome climate during mealtime by assisting in setting an attractive table. To encourage desirable table manners and quiet conversation among the children. To foster good eating habits by having children try new foods and by discouraging waste.

To give special encouragement and aid to the non-English speaking child. To be a source of affection and security to the children.

To assist the teacher in necessary clerical work. To perform related duties as required.

October 30, 1967

POSITIONS AS EDUCATIONAL ASSISTANTS IN KINDERGARTENS OF SELECTED SCHOOLS

Positions are available as Educational Assistants in Kindergarten classes of selected schools. Principals are requested to bring the following information to the attention of School Aides, School Lunchroom workers and other interested employees.

Principals are also requested to assist interested employees in locating and applying for these positions using the guidelines specified in Special Circular No. 30, dated October 30, 1967.

00051

1. **Job Description**

   To assist the teacher in the classroom in aspects of instruction.

2. **Hours of work**

   6 hours per day, 30 hours per week.

3. **How to apply**

   If you live in the area of one of the schools listed, apply to the Principal of that school.

4. **Requirements for the position**

   High school graduation or a satisfactory equivalent; experience or interest in working with children; understanding of the goals of the program; ability to relate to children and teachers; interest, initiative and ability to participate in educational programs leading to a career in teaching.

5. **Closing dates for applying**

Phase I	November 18, 1967
Phase II	Janaury 3, 1968
Phase III	January 31, 1968

Post this circular and the attached lists of schools and Community Progress Corporations prominently on bulletin boards in which School Aides, School Lunch personnel and other interested employees have access.

Please inform all of these personnel as to this opportunity.

Hours of Work: All educational assistants in this program will be employed for a 30 hour week (six hours a day) exclusive of lunch. Inservice training to be conducted a half-day a week is considered part of the work schedule. Training conducted outside of school hours will be compensated on another basis, explained elsewhere in this circular.

Benefits: Choice of health plan, sick leave, holiday pay, and vacation pay will be provided in accordance with Board of Education policy (the same basis as School Aides and hourly School Lunch employees). Deduction will be made from pay checks for Social Security payments and withholding taxes.

APPENDIX D

June 13, 1969

JOINT TRAINING OF PROFESSIONAL AND AUXILIARY PERSONNEL

It is anticipated that in 1969-1970, many school districts will employ between 150 and 200 paraprofessionals in centralized and/or decentralized programs.

Training for both teachers and instructional auxiliaries, including team training, is mandated in the Title I guidelines. Therefore, each district must provide training and a training staff. Those districts employing 150 to 200 paraprofessionals should have a training unit consisting of a teacher-coordinator, an auxiliary trainer, and part-time secretarial services. It is estimated that the training unit, as indicated, will cost approximately $25,000 for the school year. Funds not utilized for personnel should be reserved for materials.

The Office of Personnel will assist the District Superintendents in budgeting for this expenditure by providing up to $10,000 of the $25,000 total cost. The remaining $15,000 is to be charged to district decentralized funds. In any district having fewer than 150 paraprofessionals in centralized and decentralized programs, the District Superintendent may elect to participate in this "grant-in-aid" program at a reduced pro rata share. The Office of Personnel will provide a proportionate share to match the district's allocation. In effect, the Office of Personnel will provide a "grant-in-aid" to each district for the training component.

The district training unit will maintain a coordinated relationship with the Auxiliary Educational Career Unit of the Office of Personnel in order to assure an effective and uniform program for the recruitment, selection, utilization and training of auxiliary personnel.

It is deemed necessary that the program in each district include the following:

1. Initial training for new auxiliaries at start of service.
2. Orientation for new teachers and supervisors.*
3. Continued systematic inservice training for auxiliaries.
4. On-going team training for teachers and auxiliaries.*

*Provision for team training of teachers and auxiliaries should be either on school time or after school. Preparation periods, flexible programming,

000053

etc., can be used in arranging time for team training on school time. If training is to take place after school, districts will have to provide stipends at the rate of $4.00 per auxiliary and $6.00 per teacher for each two-hour session.

The Auxiliary Educational Career Unit of the Office of Personnel will continue to offer the following services to the district training units:

1. Staff training in trainer methodology.
2. Supervisory assistance for district trainers.
3. Scope and sequence and curriculum content for training.
4. Specifically designed training materials.
5. Evaluation procedures.
6. Technical assistance and consultation services.
7. Liaison with the City University concerning the college component for participants in the Career Ladder Program.

Each District Superintendent is requested to write to Mr. Gladstone Atwell, Acting Project Director, Auxiliary Educational Career Unit, 65 Court Street, Brooklyn, New York 11201, indicating that he will establish a district training unit as described above and make the necessary budgetary provisions. A reply is requested by June 18, 1969, to enable the Auxiliary Educational Career Unit to make operational preparations for September, 1969.

The Auxiliary Educational Career Unit will assist in the organization of district training units and will, where requested, make staff recommendations.

In order to insure compliance with Federal guidelines and the new school law, districts electing not to accept the "grant-in-aid" must submit an alternate design, utilizing their own decentralized funds, to the Auxiliary Educational Career Unit by August 15, 1969.

APPENDIX D[2]

Suggestions for Supervisors

1. Personally introduce teacher and auxiliary assigned.
2. Note an area of special interest, talent or ability during interview, and share information with classroom teacher.
3. List names on school organization sheet.
4. Explain auxiliary program to the faculty and Parents Association.
5. Encourage team planning and note entries in teacher's plan book (Daily/Weekly).
6. Arrange for classroom team meetings (preparation periods, flexible scheduling).
7. Invite attendance at faculty conferences.
8. Include in school programs (parent meetings, Open School Activities, etc.).
9. Arrange time for meeting with auxiliaries.
10. Note classroom team at work during informal observations.
11. Discuss and note preferences for the next school year's assignment.

Suggestions for Teachers

1. Put name of your assistant on classroom door.
2. Invite attendance to the following:
   a. grade conferences
   b. parent-teacher meetings
   c. teacher-nurse
   d. guidance counselor
   e. etc.
3. Schedule time for cooperative planning and evaluation of lesson plans.

4. Encourage suggestions:

   – room arrangement
   – homework assignments
   – preparation of instructional materials
   – introduce to parents and professional colleagues, nurse, guidance counselor, etc.
   – new ideas

5. Share Information

   – school bulletins
   – Board of Education manuals, etc.

6. Share team experiences with fellow teachers.

7. Joint evaluation of child in preparation of promotion sheet (for class placement).

8. Awareness of growth and development of Educational Assistant to lead to greater involvement and responsibility.

9. Differences in opinion should be resolved (as soon as possible) through direct communication with the auxiliary.

10. Plan for brief daily meetings before and/or after class.

Suggestions for Auxiliaries

1. Notify teacher in advance of planned absence.

2. Call school in anticipated absence.

3. Share training experiences with teacher.

4. Inform teacher of special abilities or talents.

5. Share special information re parents-community with teacher.

6. Exchange experiences with fellow paraprofessionals.

7. Offer suggestions for improving teacher-pupil rapport.

8. Enliven lessons (or make more relevant).

9. Home-School communication.

10. Adhere to schedules re arrival, dismissal, etc.

11. Differences in opinion should be resolved (as soon as possible) through direct communication with the teacher.

Organization of the Early Childhood Classroom

The purpose of this outline is to help auxiliary personnel become aware of how Early Childhood classrooms (kindergarten through 2nd grade) are organized to stimulate and encourage young children's learning.

I. **Physical Set-Up**

A. Arrangement of furniture
   1. Provision for large group activities.
   2. Provision for small group activities.
   3. Provision for individual activities.
   4. Flexibility – changes made to accommodate new activities.
      a. Traffic patterns.
      b. Involvement of children.
      c. Frequency of rearrangement.

B. Centers of Interest
   1. What are they?
   2. How are they arranged?
   3. What are the provisions for separation of active and quiet areas?
   4. Are children working in each area? How many?
   5. What is the evidence of routines, e.g., cleanup?

C. Bulletin boards and displays
   1. What is displayed?
   2. How is it organized?
   3. How often is it changed?

D. Materials and equipment
   1. Indoor or outdoor.
   2. Provisions for storage.
   3. Routines for use and return of materials.
   4. Relationship of materials and equipment to classroom activities – What are children learning when they play with puzzles, blocks, etc.?
   5. Variety – audio-visual, concrete, representational.

000157